TASK-BASED LANGUAGE TEACHING IN VIETNAM: RESEARCH TRENDS, FINDINGS, AND IMPLICATIONS

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Abstract:

It is widely assumed that task-based language teaching (TBLT) has been effectively applied in EFL contexts. In Vietnam, abundant research has been implemented to examine its effects on English proficiency as well as to identify perceptions and attitudes of both teachers and learners towards using this approach in classroom contexts. This paper aims to synthesize trends in research on task-based language teaching in the context by reviewing results extracted from a corpus of 60 studies. Key aspects like effects, challenges, teacher/learner perceptions and attitudes were selected for analysis and synthesis. The results revealed that the research tended to focus more on production skills than receptive skills, and that the implementation of TBLT was reported to cause challenges for teachers, while learners tended to hold positive attitudes toward the approach. Based on the research findings, some lessons were drawn for pedagogy and future research. For successful TBLT implementation, it is suggested that teachers are informed of the effects, engaged in reflections and that exams should be shifted towards communicative competence assessment. Future research could increase sample size and treatment duration, and especially address the challenges teachers, as the main agent, encounter in implementation.

Keywords: EFL, task-based language teaching, trends, Vietnam, lessons

1. Introduction

Proficiency in English as a foreign language (EFL) is of paramount importance to globalization and integration; therefore, enhancing learners' English proficiency is essential in English language teaching (e.g., Hien & Loan, 2018; Moskovsky et al., 2013; Purnama et al., 2019). To this end, foreign language teaching trends have shifted towards a communicative approach with the hope to foster learners' communicative competence.

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Task-based language teaching (TBLT) has in recent decades influenced research and teaching practice in many EFL contexts since it is assumed to create facilitative conditions for learners' exposure to natural language use and competence development (Ellis, 2006; Hashemi et al., 2012; Harris & Leeming, 2022; Long, 2015; Nget et al., 2020; Nguyen & Jaspeart, 2021; Phuong et al., 2015; Willis, 1996).

In Vietnam, because of different influential factors (i.e., contexts, learners' proficiency, institutional influences), traditional approaches (i.e., grammar translation, PPP) have long been prevalent despite the call for English teaching innovation towards communicative language teaching since the 1990s. This means that learners' opportunities for language use and development of English proficiency become restricted in the classroom (Nguyen, 2011; Nguyen et al., 2014; Trinh, 2005). In 2006, the MoET (2006) issued a new general education curriculum that officially initiated innovation. In 2008, following Ministerial Decision No. 1400/QĐ-TTg, the MoET (2008, 2018) commissioned a national project that aims to enhance English education. The most crucial mission is to enhance teachers' English proficiency and pedagogical skills to encourage them to shift towards a communicative-oriented approach. In that context, teachers have upgraded their professionalism by attending formal training workshops or following higher-degree education (i.e., M.A., Ph.D.) with the hope to make contributions to innovation, which according to Whitworth and Chiu (2015) may facilitate their learners' improvement. Research on TBLT has become an area of interest for many scholars (e.g., Nguyen & Tran, 2017; Nguyen & Jaspaert, 2021; Phuong et al., 2015; Trinh, 2005).

Despite abundant research on TBLT up to date that reports both benefits and challenges, no attempt has been made to synthesize the research in the context. This paper thus aims to fill this gap. The study focuses on the review of previous studies on TBLT effects on English learning achievement as well as factors affecting the implementation of this approach from the perspectives of teachers and learners. The following questions are examined.

1) What are the trends in research on TBLT in Viet Nam?
2) What are the findings of TBLT research and their implications?

2. Literature Review

Language acquisition depends on a prominent language environment in which one is able to fruitfully gain exposure to the target language by means of natural talks (Loewen & Sato, 2017). Ahmadian and Mayo (2017, p.1) regard task-based instruction as "*a thriving area of investigation in the field of SLA*", which is also consistent with Long's (2015, p.8) idea that "*TBLT invokes a symbiotic combination of implicit and explicit learning that theory and research findings in several fields, including SLA, are available to students of all ages*". Learners in TBLT lessons are given chances to be engaged in natural language use by completing different task types such as listing, comparing, and experience sharing, and ordering, sorting, and problem-solving (Bui, 2019; Nguyen & Jaspaert, 2021; Willis, 1996).

In the task-based approach, tasks and task sequence are the main tenets of language learning and teaching (see Ellis, 2006; Skehan, 1996). Noticeably in this approach, learners are not directed to do a wide range of form-focused exercises but they will carry out meaningful tasks to "*gain fluency at the expense of accuracy*" (Willis, 1996, p.10). Ellis (2009, p.223) suggests tasks should adhere to following characteristics:

1) The primary focus should be on 'meaning' (i.e., learners should be mainly concerned with processing the semantic and pragmatic meaning of utterances).
2) There should be some kind of 'gap' (i.e., a need to convey information, to express an opinion or to infer meaning).
3) Learners should largely have to muster their own resources (linguistic and non-linguistic) in order to complete the activity.
4) There is a clearly defined outcome other than the use of language (i.e., the language serves as the means for achieving the outcome, not as an end in its own right).

Richards and Rodgers (2014, pp.188-189) summarize TBLT principles as follows.

1) Language is a means for meaning-making and achieving real-world goals.
2) Language use involves integrated skills and spoken interaction.
3) Language learning is internally guided by learners, not external factors.
4) A focus on form facilitates language learning.
5) Meaning negotiation provides learners with comprehensible input and modified output.
6) Tasks provide opportunities for learners to 'notice the gap'.
7) Interaction and communication through tasks provide opportunities for scaffolded learning.
8) Learning difficulty can be negotiated and fine-tuned for particular pedagogical purposes.

Different perspectives regarding TBLT have been proposed. A cognitive approach to task-based implementation controls conditions and features of tasks to impact language performance was proposed by Skehan (1996). Another approach focuses on task-based interaction and a focus on form (see Long, 2015). Despite the flexible nature of the task-based approach which can transcend contexts, Willis (1996) proposed a framework that facilitates classroom practice and is thus dominantly researched in many recent studies (e.g., Ahmed, 2018; Fang et al., 2021; Harris & Leeming, 2022; Nget et al., 2020; Nguyen & Jaspaert, 2021).

Table 1: Framework for TBLT (Willis, 1996)

Pre-task
Introduction to the topic and task
Task Cycle
Task Planning
● Drafting and rehearsal
● Assistance with language
● Report
Language focus

● Analysis	
● Practice	

Three basic conditions for language learning available in a TBLT lesson include exposure to language use, opportunities for language and motivation (Willis, 1996, p.10). Willis explains that while the pre-task phase is just aimed at drawing learners' attention to the topic and task by activating topic-related language, the task cycle and post-task phases tend to focus on learners' engagement in language use and enhancement. In particular, regarding the task cycle, learners are encouraged to freely make the best use of their own language resources to complete tasks, and subsequently, feedback is delivered to help them refine their language at different points. In the post-task stage, however, she argues that learners gravitate towards the meaning-focused stage in which they will work on specific forms that bear meaning.

3. Methods

Both quantitative and qualitative studies including journal articles and theses were randomly selected from international databases and the internal databases of various universities and colleges in the South and North of Vietnam. The studies were conducted in different contexts both K-12 and tertiary education. A review process was implemented to select 60 studies using a set of criteria for sample inclusion with reference to Uman (2011) and Robinson & Lowe (2015) as follows:

- Accepted M.A. and Ph.D. theses made available by universities, published articles in peer/blind review journals or conferences;
- Varying time range for studies to ensure overgeneralized analysis;
- Studies containing qualitative, quantitative, or mixed data;
- Reliability and validity described for research design, data collection and analysis.

Table 2: Characteristics of reported research

Regions	South (n= 44)	North (n=16)
Research design	Quantitative research (n=39)	Qualitative research (n=21)
Contexts of studies	K-12 (n=38)	University/ college (n=22)
Studies	Theses (n=27)	Published articles (n=33)

4. Results

4.1. Trends in research on TBLT
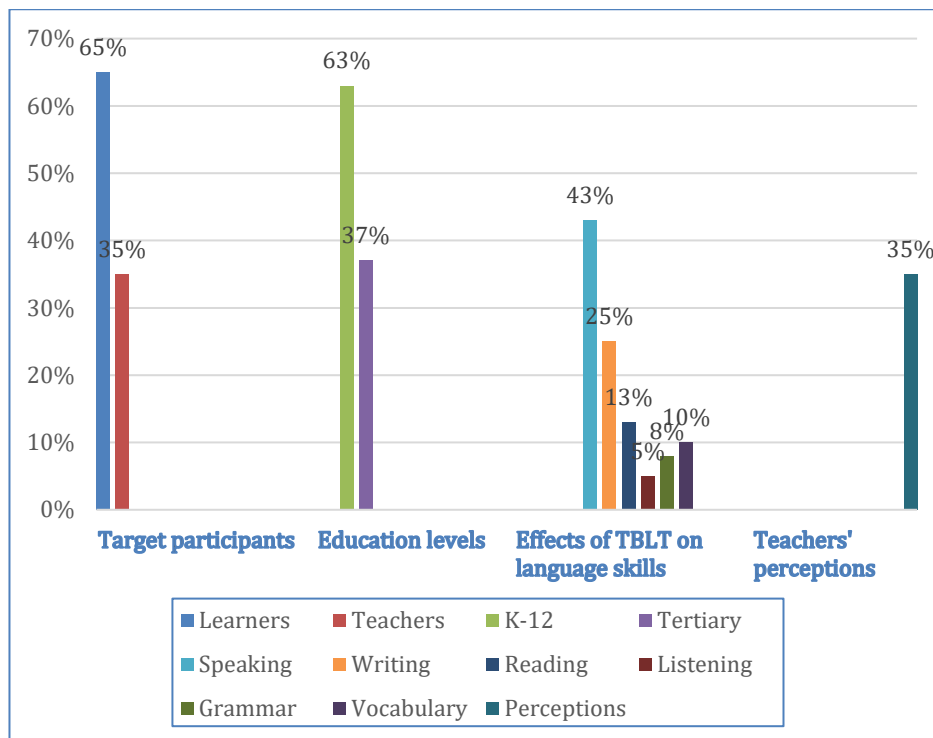
Figure 1: Trends in research on task-based language teaching (TBLT)

The chart shows that more TBLT research targeted learners (65%) than teachers (35%). Besides, studies involving learners tended to be both quantitative for the effect and qualitative for learners' attitudes, while research regarding teachers was mainly qualitative. The last item presented in *Figure 1* is about perceptions of teachers accounting for 21 cases only. With respect to education levels, 63% of studies involved participants from K-12 education, approximately twice as high as the number from tertiary education (37%).

Regarding the effects of task-based instruction on English language skills, research tended to focus on production skills including speaking and writing. In particular, studies on speaking accounted for the largest percentage (43%) followed by those related to writing skill, 25%. By contrast, research on receptive skills such as reading and listening constituted 13% and 5% respectively. Noticeably, research on listening represented the least proportion. This figure was even lower than the percentage for grammar (8%) in this review of 60 studies. Likewise, studies about the effects of the task-based approach on vocabulary still remained modest, at 10%.

4.2. Findings of TBLT research in Vietnam
4.2.1 Effects of TBLT

Table 3: Experimental studies about task-based language teaching

N	Effects (%)
39	• Improved production skills: 70% (27 cases)
	• Improved receptive skills: 18% (7 cases)
	• Improved vocabulary: 10% (4 cases)
	• Improved grammar: 8% (3 cases)
Note: some experimental studies were conducted on two skills, N refers the numbers of experimental studies	

39 experimental studies were examined. Generally, the effects of TBLT on language skills were varied because of different facets i.e., target participants, education levels, target skills, samples, and duration of treatment. All the reported studies, however, have confirmed positive effects on English language learning in terms of improving both receptive and productive skills, grammar and vocabulary.

4.2.2. Attitudes towards TBLT

Table 4: Teacher and learner attitudes towards TBLT

N	Attitudes
nT = 21; nL = 39	• Teachers: 14 positive cases, 66%
	• Learners: 25 positive cases, 64%
	• Teachers: 1 negative case, 5%
	• Learners: 2 negative cases, 5%
Note: nT = the number of teachers; nL = the number of learners	

Irrespective of target participants, both EFL learners and teachers showed positive attitudes towards the implementation of this approach in the classroom, which accounted for over the average proportions, 64% and 66% respectively. However, there are a few negative cases involving both learners and teachers (5% each) in which the participants reported a refusal to implement this approach in their context since they found it more challenging to adapt to the new approach.

4.2.3. Challenges

The results of challenges to TBLT were extracted from two strands of studies namely research on teachers' perceptions and learners' reports as part of explored attitudes embedded in experimental studies.

Table 5: Challenges reported by teachers and learners

	Learners' problems: 32%
	● Low-proficiency/ mixed levels of proficiency: 17% (10 cases)
	● Familiarity with traditional teaching approaches (lack of motivation for TBLT class): 15% (9 cases)
	Teachers' problems: 41%
	● Lack of TBLT training: 17% (10 cases)
	● Low English proficiency: 12% (7 cases)
	● Teachers' familiarity with traditional teaching methods: 12% (7 cases)
n=60	**Institutional problems: 68%**
	● A mismatch between the institution's form-focused goals and the TBLT's meaning-focused goals: 23% (14 cases)
	● Limited time for a TBLT lesson/ time pressure: 22% (13 cases)
	● Large-sized classroom: 18% (11 cases)
	● Textbook-driven policies: 5% (3 cases)
Note: n refers to the number of reported articles (cases)	

Table 5 shows that the challenges are in general categorized into three groups related to learners, teachers, and institutions. Problems caused by institutional groups peaked at 68%, followed by teachers' problems, 41% and learners' problems, 32%. Four dominant problems from the institutional group were reported as a mismatch between the institution's form-focused goals and the TBLT's meaning-focused goals, limited time for a TBLT lesson, large class sizes, and textbook-driven policies (23%, 22%, 18%, and 5 % respectively). Next, learners' familiarity with traditional teaching methods (15%) and low-proficiency/ mixed levels of proficiency (17%) were two highlighted problems of the learners, which resulted in their unwillingness to be engaged in communicative tasks. Lastly, the most important problem from the teacher group was their lack of training on the task-based language teaching approach (17%), followed by their low English proficiency and familiarity with traditional teaching methods (12% each). The results imply that TBLT experimentation was governed by a set of unexpected problems, especially those brought by the institutions; therefore, conclusions in the reported studies about the effects of task-based language teaching were, to some extent, biased.

4.2.4. Limitations

Table 6: Limitations reported by researchers

N	Limitations
n=60	• Small sample (quantitative data): 32% (19 cases)
	• Small sample (qualitative data): 12% (7 cases)
	• Time pressure/limited time for treatment: 28% (17 cases)
	• Lack of instruments: 5% (3 cases)
	• Lack of a control group: 3% (2 cases)

Despite the fact that the majority of reported cases about the positive effects of TBLT on language skills, methodological limitations were unavoidable. First, the biased findings can be mostly attributed to the *small sample* which was reported in both 7 qualitative studies (12%) and even 19 quantitative studies (32%). The second factor as *limited time for extensive treatment* also mattered the effective duration for treatment of 17 experimental studies (28%). The two last factors namely *lack of instruments* and *lack of the control group* just occupied low proportions of 5 % and 3 % respectively.

5. Discussion

Thanks to an analysis of 60 studies with evidence from qualitative and quantitative data, we can come to a general conclusion that the research results have contributed to confirming the effectiveness of task-based instruction on language proficiency. Researchers and scholars in Vietnam have a tendency of conducting more TBLT studies on production skills than receptive skills. Remarkably, TBLT research on the listening skill was given the least attention. On the one hand, this may reflect researchers' interests; on the other hand, it may be because the enhancement of learners' production skills (i.e., speaking, writing) was considered problematic in the public context where English is taught to serve the prime purpose of high-stake exams expected by the institution. Moreover, those production skills are by nature in need of much time for acquisition as well as bring more problems to EFL learners than receptive skills. However, people might also encounter communications in the form of speaking rather than others (i.e., writing, reading, and listening). Therefore, various studies are more likely to attend to a more optimal treatment for the speaking skill improvement. Receptive skills, however, still play a vital role in learners' increased language proficiency in general.

Despite the dominance of research on task-based instruction on EFL learners' language performance with positive results, numerous problems were still recorded. As noted by Duong and Nguyen (2021), several intractable difficulties hinder teachers and learners from conducting this approach due to both objective and subjective reasons.

Briefly, problems caused by institutions made up high proportions in comparison with the others caused by learners and teachers. It is noted that the aforesaid institutional problems were mainly confronted by participants from general English programs (K-12 and non-English majors) because they wanted to be trained for exams rather for communicative competence. By contrast, the majority of participants from the English-major group took English seriously; therefore, they were more likely to hold positive attitudes towards TBLT since the approach may be aligned with their goal for developing communicative competence and academic performance. Teachers in charge of this group are free from a heavy burden of expectations in terms of learners' academic scores from their institutions. As a result, they have more confidence in conducting the task-based approach to gain better learning outcomes for their students. As found by Nguyen and Tran (2017, p.57), although the Vietnamese EFL teachers in their study received careful training about TBLT before the treatment, they still encountered failures in conducting this approach because of their familiarity with and belief in the traditional practices in contrast to the meaning-focused, learner-centered and holistic task-based approach. This is also in congruence with the observation that memorization of linguistic rules and forms or translations are mainly recognized in English lessons (Chau, 2014; Nguyen et al., 2014; Nguyen & Tran, 2017; Phuong et al., 2015; Trinh, 2005). The above-mentioned problems preventing teachers and learners from the successful implementation of TBLT are, to large extent, in line with what Hasnain and Halder (2021) found in their systematic review with a focus on EFL teachers' perceptions from various contexts (e.g., China, Taiwan, Iran, Korea, Indonesia, Canada, and Macedonia).

It is worth mentioning that based on the qualitative data extracted from interviews, observations, and field-notes, a systematic review of the reported studies indicates that numerous participants including teachers and learners showed positive attitudes towards the use of TBLT in their classes. In particular, an analysis of twenty-one qualitative studies on teachers' beliefs or perceptions about conducting the TBLT in the classroom reveals that the problems might encourage the teachers to make outstanding changes to future teaching practices. In this regard, teacher beliefs are believed to mediate their innovation in action (Bryan, 2012; Nguyen et al., 2019; Nguyen, 2020).

6. Implications and Conclusion

Several possible lessons are acknowledged for pedagogical practices, and future research. First and foremost, this study shows that the literature on TBLT in Vietnam informs teachers of the positive effect on learners' learning. Although the studies are limited in sample size as well as design (in some cases), teachers should be informed of this and encouraged to use the approach as an alternative in conjunction with their usual practice. Second, for the successful implementation of communicative language teaching including TBLT, the crucial force could be a shift towards communicative competence assessment in tests and exams. Most importantly, teachers should be involved in observations, demos, reflections and in-depth discussions with other experienced teachers to gain more insights into this approach. This will probably make them more

flexible for task design, task procedures and classroom management that facilitate their implementation. Besides, future research should increase the treatment time and sample size. It could also take into account of institutional hindrances for a better-suited treatment. Finally, future studies on TBLT implementation should pay closer attention to addressing the challenges that teachers encounter in implementing the approach such as limited lesson time, large class sizes, and low-proficiency learners. In other words, a more practical task-based model that takes account of these problems should be investigated.

Acknowledgements

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Appendix: Effects of TBLT on EFL learners' language performance and teachers and learners' perceptions/attitudes towards this approach

	Participants	Effects of TBLT	Teachers' perceptions	Challenges reported by teachers and learners	Research limitations	Attitudes to TBLT	
						Teacher	Learner
Thesis 1. Cao (2007)	Non-English-majored students	Partially improved writing performance in terms of text content, syntactic ability, and the capacity of using writing mechanics		Teachers' lack of TBLT training	Small sample		Positive
Thesis 2. Nguyen (2008)	High school Teachers		A high level of understanding of TBLT	- Teachers' lack of TBLT training - Teachers' low English proficiency - Difficulties in assessing learners' task-based performance - Limited time for a TBLT lesson - Learners' unwillingness to attend TBLT class.		Positive	
Thesis 3. Le (2008)	High school students	Improved accuracy in English grammar use			- Small sample - Inadequate time for extensive treatment		
Thesis 4. Le (2008)	Non-English-majored students	Increased vocabulary acquisition and learner motivation			- Small sample - Lack of qualitative data to measure learners' motivation		Positive Collaborative learning is valuable
Thesis 5. Danh (2009)	High school students	Improved syntax, morphology, phonology		Students' poor background knowledge	- Small sample - Inadequate time for extensive treatment		
Thesis 6. Dong (2010)	Non-English-majored students	Increased speaking fluency			- Small sample		Positive

					- Inadequate time for extensive treatment		
Thesis 7. Vu (2010)	High school students	Improved writing performance (text content, syntactic ability, capacity of using writing mechanics)			- Small sample - Inadequate time for extensive treatment		
Thesis 8. Thai (2010)	Secondary teachers		Low awareness of task-based language teaching	- Teachers' familiarity with traditional teaching methods - A mismatch between the institution's form-focused goals and the TBLT's meaning-focused goals - Limited time for a TBLT lesson - Teachers' lack of TBLT training	Small sample	Negative	
Thesis 9. Nham (2012)	Young learners	Increased listening and speaking proficiency			- Small sample - Inadequate time for extensive treatment		Positive
Thesis 10. Trinh (2012)	High school students	Improved speaking performance			Inadequate time for extensive treatment		Positive
Thesis 11. Luong (2012)	English-majored students	Improved speaking					Positive
12. Le & Nguyen (2012)	Non-English majored students	Improved vocabulary achievement					Positive Increased motivation
Thesis 13. Le (2014)	High school teachers			- Teachers' lack of TBLT training		Positive	

				- Teachers' low English proficiency - Difficulties in assessing learners' task-based performance - Limited time for a TBLT lesson - Large-sized class.			
14. Ho & Long (2014)	English-majored students	Improved speaking		Students' poor background knowledge	- Small sample - Inadequate time for extensive treatment		Positive
15. Van Le (2014)	University Teachers			- A mismatch between the institution's form-focused goals and the TBLT's meaning-focused goals - Tasks processed differently in textbooks and TBLT frameworks - Limited time for a TBLT lesson; students' mixed levels of proficiency - Teachers' lack of TBLT training - Large-sized class			
16.Nguyen G. V. (2014)	High school teachers			- Teachers' lack of TBLT training - Teachers' familiarity with traditional teaching methods - A mismatch between school-based curriculum and the teachers' beliefs			

Thesis 17. Pham, D. Q. (2015)	Non-English-majored students	Increased speaking fluency		Cultural, linguistic and psychological difficulties in speaking English; task design	- Inadequate time for extensive treatment - Small sample		
Thesis 18. Hoang (2015) **North**	Teacher		Teachers' misunderstanding of TBLT principles	- Teachers' lack of TBLT training - Teachers' familiarity with traditional teaching methods - A mismatch between the institution's form-focused goals and the TBLT's meaning-focused goals			
Thesis 19. Bui (2015) **North**	Non-English-majored students	Slightly improved speaking		- Students' different backgrounds (i.e., learning styles, personalities) - Learners' unwillingness to attend TBLT class.			
20. Phuong et al. (2015)	English-majored students	Improved EFL learners' writing performance (lexical diversity) and self-regulation		Learners' familiarity with teacher-centered classroom			Positive
Thesis 21. Le (2016) **North**	Students	Improved English grammar		- Students' low English proficiency - A mismatch between the institution's form-focused goals and the TBLT's meaning-focused goals			Positive
22. Nguyen (2017) **North**	Non-English-majored students						TBLT is useful for motivation

23. Lap & Trang (2017)	High school students	Improved reading skills		Limited time for a TBLT lesson			Positive TBLT helped improved learners' motivation
24.Nguyen & Nguyen. (2017)	University teachers			- Teachers' familiarity with traditional teaching methods - A mismatch between the institution's form-focused goals and the TBLT's meaning-focused goals - Large-sized class - Learners' unwillingness to attend TBLT class.		Positive	Negative
25.Nguyen & Luu (2018)	Non-English-majored students	Improved writing skills			- Inadequate time for extensive treatment - Small sample		Motivation is important
26. Pham & Nguyen (2018)	University teachers		A high level of understanding of TBLT	- Students' unfamiliarity with doing tasks - Limited time for a TBLT lesson - Teachers' low English proficiency		Positive	
27.Nguyen et al. (2018)	University teachers		A high level of understanding of TBLT	A mismatch between the institution's form-focused goals and the TBLT's meaning-focused goals	Small sample	Positive	
Thesis 28. Vo (2020)	High school students	Improved speaking		Learners' familiarity with teacher-centered classroom			Positive
Thesis	Primary teachers				Small sample	Positive	

29. Bui (2019)							
Thesis 30.Nguyen (2020)	Teacher			- Teachers' lack of TBLT training - Teachers' familiarity with traditional teaching methods - A mismatch between the institution's form-focused goals and the TBLT's meaning-focused goals - Inadequate support of material sources, heavy workload - Large-sized class		Positive	
31. Phuong (2016)	A university teacher		An immediate level of understanding of TBLT	- Limited time because of - The teacher's lack of TBLT training - The teacher's lack of experience in giving feedback		Positive	
Thesis 32. Do (2021)	English-majored students	Improved speaking fluency			- Lack of one comparison group, delayed posttests - Lack of different test purposes to help triangle results - Small sample		
Thesis 33. Tran (2021)	Non-English-majored students	- Improved speaking (pronunciation fluency, grammar, vocabulary)			- Small sample - Inadequate time for extensive treatment		Positive

34. Nguyen & Jaspaert (2021)	English-majored students	- Improved learners' proficiency (speaking, listening, writing, and reading)		Learners' familiarity with teacher-centered classroom	- Inadequate time for extensive treatment		
35. Lam et al. (2021)	University teachers		A high level of understanding of TBLT	- Students' uneven proficiency ▯ classroom management - Teachers' social background - Teachers' lack of TBLT training - Large-sized class		Positive	
36.Nguyen (2021)	Secondary school students	Improved speaking					Positive
37. Xuyen & Trang (2021)	Non-English-majored students	Improved speaking			- Small sample; - Inadequate time for extensive treatment		Positive
Thesis 38. La (2021)	Non-English-majored students	Improved writing and reading skills		Students'poor background knowledge	- Small sample; - Inadequate time for extensive treatment		Positive
39. Duong & Nguyen (2021)	Secondary teachers		Understanding of TBLT	- Limited time for a TBLT lesson - A mismatch between the institution's form-focused goals and the TBLT's meaning-focused goals - Large-sized class; learners' mixed levels of English proficiency - Difficulties in assessing learners' task-based performance		Positive	

				- Teachers' low English proficiency			
40. Tran (2022)	Secondary school students	Improved reading performance			- Small sample - Lack of qualitative data		
41. Pham & Do (2022)	Non-English-majored students	Improved grammatical performance in speaking and writing		- Students' low English proficiency - Tasks processed differently in textbooks and TBLT frameworks	- Lack of qualitative data - Small sample - Lack of a control group		
42. Dinh (2022)	Non-English-majored students	Improved vocabulary			Small sample		
43. Dinh & Hoang (2022)	High school students	Improved performance on vocabulary		- Limited time for a TBLT lesson - Lack of teaching aids - Students' mixed levels of English proficiency			Positive but negative for some low-achieving learners
44. Duong & Le (2022)	Non-English-majored students	Improved reading			Lack of one control group		Positive
45.Nguyen (2022) **North**	English-majored students	Improved paragraph writing			Lack of interviews		Positive
46.Nguyen et al. (2023)	Secondary Teachers		A high level of understanding of TBLT	- A mismatch between the institution's form-focused goals and the TBLT's meaning-focused goals - Limited time for a TBLT lesson - Large-sized class	Lack of interviews and classroom observations	Positive	
47. Dao (2016) **North**	University Teachers			- Teachers' low proficiency; - A mismatch between the institution's form-	- Small sample - Lack of interviews	Positive	

				focused goals and the TBLT's meaning-focused goals - Large-sized class			
48. Dao (2017) **North**	A college teacher			- A mismatch between the institution's form-focused goals and the TBLT's meaning-focused goals - Students' low English proficiency - Group work culture	Small sample		
49. Barnard & Nguyen (2010) **North**	High school teachers			- Students' low English proficiency - Teachers' familiarity with traditional teaching methods		Teachers' motivation is important for learners	
50. Huong et al. (2021 **North**	University teachers		An intermediate level understanding of TBLT	- Large-sized class ⮕ difficult to manage classroom (group work) - Limited time for a TBLT lesson - Students' uneven proficiency level - Teachers' low English proficiency		Positive	
51. Le (2018) **North**	High school students	Improved speaking performance		Some students' low awareness of the importance of TBLT	Inadequate time for extensive treatment		Positive
52. Dao (2016) **North**	Non-English majored students	Improved reading			- Lack of interview - Inadequate time for extensive treatment		Positive
53.Nguyen (2018) **Thesis**	High school teachers		- A low level of understanding of TBLT	- A mismatch between the institution's form-focused goals and the			

			- Teachers believed vocabulary is not related to TBLT	TBLT's meaning-focused goals - Teachers' low English proficiency - Limited time for a TBLT lesson - Large-sized class - The textbook with less meaningful task-based activities for vocabulary teaching - Teachers' lack of TBLT training - Students' familiarity with learners-centeredness ▢ lack of motivation and engagement in tasks			
54. Hoang (2022) **North**	Non-English-majored students	Improved speaking skill		- Students' low motivation and passive learning styles towards speaking skills - Teachers' familiarity with traditional teaching methods			Positive
Thesis 55.Nguyen (2013) **North**	Non-English-majored students	Improved speaking		- Students' low English proficiency ▢ their unwillingness to do tasks - Students' shyness to work in groups and stand in front of the class to perform speaking activities - Teachers' low English proficiency	- Inadequate time for extensive treatment - The results were biased due to other factors apart from TBLT		Positive

Thesis 56.Nguyen (2011) **North**	Secondary-upper teachers			An immediate level of understanding of TBLT	- A mismatch between the institution's form-focused goals and the TBLT's meaning-focused goals - Limited time for a TBLT lesson - Large-sized class - Students' lack of motivation towards learning English - Students' low English proficiency ◻ their unwillingness to do tasks		Positive	
Thesis 57.Nguyen (2013) **North**	Non-English-majored students	Improved vocabulary (slight)				- Small sample - Inadequate time for extensive treatment		
Thesis 58.Nguyen V. M. (2017) **North**	Secondary teachers			A fair level of understanding				
59. Pham et al. (2021)	Non-English majored students	Improved writing fluency and accuracy						
60. Pham et al. (2021)	High school students	Improved writing				Small sample		